

Community-based fisheries management plan reviews

Facilitation guide





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Facilitation guide

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Facilitation guide



Outline

Community-based Fisheries Management (CBFM) is premised on the understanding that each community is responsible for its respective marine environment. CBFM, enables communities to assume this lead role in managing fisheries and adjacent coastal areas. CBFM Plans lay out information on fishing and any fisheries in the area, related rules and the means of their enforcement, and the composition of the CBFM Committee. This guide has been developed as a reference for organisations tasked with facilitating community discussions to devise or review their CBFM Plans collaboratively. This guide offers tips to support facilitators in conducting effective participatory reviews of CBFM, including through the active engagement of people of diverse backgrounds, ages and genders. Following the organised community discussions, the designated CBFM Committee holds a separate meeting to discuss and mediate differences of opinion, draft or revise the CBFM Plan based on community feedback, and subsequently communicate the plan back to the community.

As each community is unique and has differing needs and each facilitating organisation offers distinct areas of specialisation, it is important to adapt this guide to the specific needs of the community and the organisation facilitating the review process. For example, although it is generally recommended that the community work in four groups (women, men, female youth, male youth) beyond the joint sessions, a smaller or larger number of groups may be beneficial to some communities. Similarly, the order of the seven sessions may need to be altered or some sessions may need to be removed if they are not relevant to the community or appropriate for the specific context.



Setting up

Prior to holding the community discussions, it is important to explain the process to the CBFM Committee and community leaders in both joint sessions and smaller group sessions (women, men, female youth, male youth) to allow everyone the opportunity to express themselves and be heard. Community leaders (including women leaders and youth) should be convened or contacted separately to ensure they understand the process and are adequately prepared. It may be helpful to appoint two leaders for each group (one who is a member of the CBFM Committee and one who is not currently on the CBFM Committee) and to render them responsible for engaging a diverse representation of the community, including individuals of different gender, ages, faiths, tribal or ethnic groups, origins (e.g. from the village vs. married into the village) as well as people with disabilities or with other factors that could result in their being left out of community decision-making. In addition, it is important to ensure that people who fish, collect shells and other marine creatures or plants from the shore, and people who sell or buy fish and marine creatures be included. Leaders should be requested to fill out Community Representation Worksheet A.




Time needed for workshop:

- 1 day (approximately 6–8 hours)

Documents needed:

- Facilitator's guide
- Data collection worksheets
- SPC marine species posters

 www.spc.int



Drawing of fish with scales, teeth and tail:

Materials needed:

- Large sheets of cardboard or white paper
- Marker pens
- Scissors

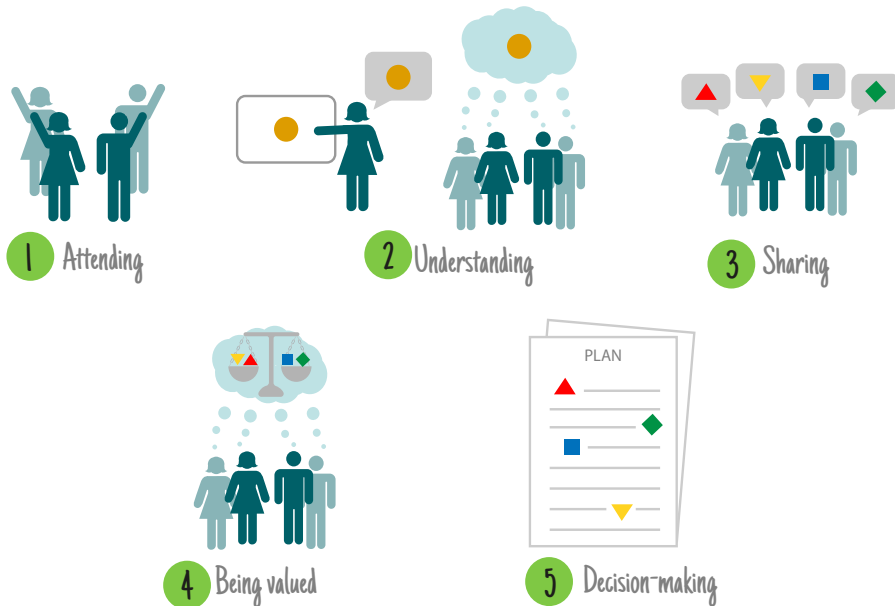




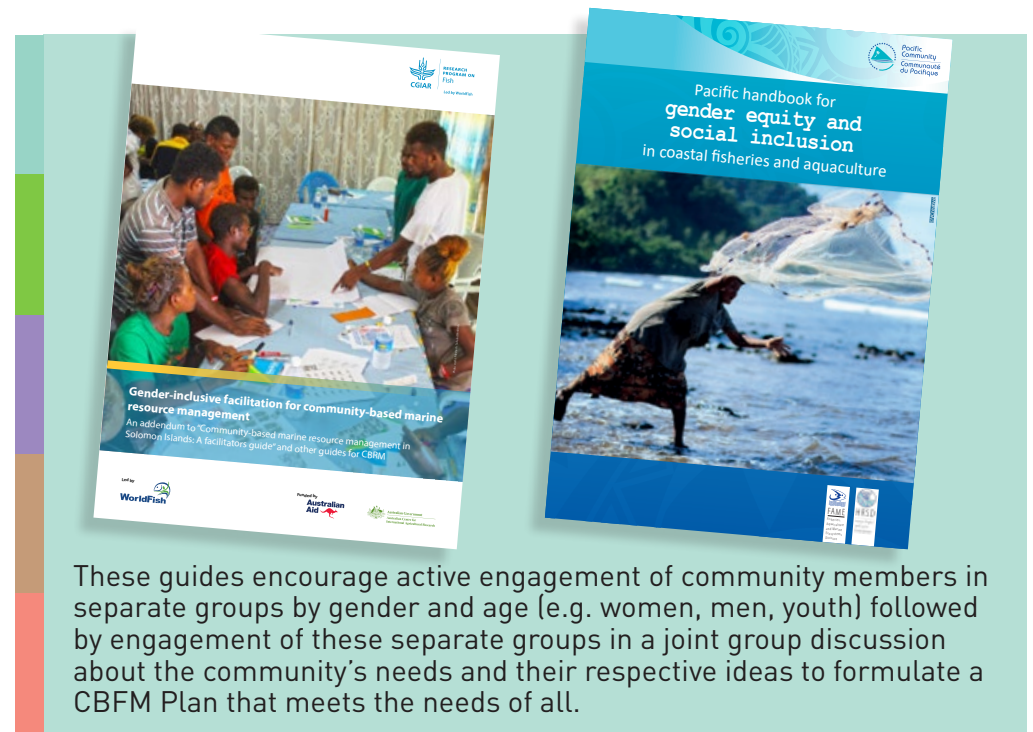
12 tips ● Creating a space where everyone can participate

Fisheries management should encompass all people who use marine resources within a community. As such, it is important to keep in mind that inviting “fishermen” or “people who catch fish” risks excluding women who also use marine areas by collecting shellfish, crabs, sea cucumbers or marine plants (e.g. seaweeds, mangrove fruits). Likewise, calling on “community representatives” could exclude young people who similarly play leadership roles (e.g. church youth leaders, sports captains and young people organising marketing and trading) but whose roles may be less recognised than formal community representative roles (e.g. elected leaders or chiefs). For CBFM to be sustainable, all users of the marine area must be engaged as part of the decision-making process and abide by the rules.

Previous WorldFish research emphasised the need to think of participation as more than mere attendance but rather in terms of five elements of participation in fisheries management activities:



The Pacific Community (SPC) has a Pacific Handbook for Gender Equity and Social Inclusion that is designed to give practical guidance on improving gender and social inclusion in coastal fisheries and aquaculture for staff working in fisheries agencies in Pacific Island countries and territories. It focuses on the responsibilities of Pacific Island governments to help promote sustainable development outcomes for all people relying on coastal fisheries and aquaculture for their livelihoods. Module 6 addresses community participation and can be read in tandem with this guide for advice about what to do before entering a community, while in a community and following a community meeting.



<https://www.worldfishcenter.org/content/gender-inclusive-facilitation-community-based-marine-resource-management-addendum-%E2%80%9Ccommunity>
<http://purl.org/spc/digilib/doc/z58ch>



The following 12 tips are provided to help ensure that the CBFM Review is conducted in a way that includes and engages everyone and leaves no one behind.

Prior to session

1 SECURE ACCESS TO COMMUNITIES

Prior to holding sessions within the communities, explain the overall process to the CBFM Committee and community leaders, and ensure they agree with the general terms of the CBFM Review. A letter may be appropriate to introduce the process to the community leaders and to provide clear details in advance, while also helping to build trust and to foster the participation of community members.

2 ENSURE PARTICIPANTS ARE AWARE OF THE OPPORTUNITY TO DISCUSS IN SMALL GROUPS

Although the CBFM Committee makes the final decision on the CBFM Review, separate groups of women, men and youth (and, where beneficial, separate groups of female and male youth) can help individuals feel more comfortable sharing their perspectives and, through their engagement, ensure their voices are integrated into the review and committee decision-making. Depending on the social norms of the community, it may be appropriate to use other groups as well (e.g. a chief's group separate from the men's group).

3 CHOOSE AN APPROPRIATE VENUE

Choose an appropriate space to hold the community discussions, prioritising a space that is comfortable for all participants and commonly used for activities that engage the whole community. If some people require transport or are disadvantaged by the distance to the venue, consider providing support to facilitate their participation.

4 PRIORITISE FEMALE AND YOUTH FACILITATORS

As women will often feel more comfortable talking with other women and youth may similarly feel more at ease talking to their peers, it is critical to engage female and youth facilitators to conduct the CBFM Review. Facilitators should be aware of their own biases, trained in inclusive facilitation techniques and experienced at eliciting feedback from diverse groups of people.

5 CHOOSE THE RIGHT DAY AND TIME FOR SESSIONS

The sessions in this guide can be held over the course of one day, or as one-hour sessions over a series of days or weeks. Identify days or times when a diverse representation of people in the community – including women, men and youth, as well as people with communal commitments (e.g. people responsible for organising community events) – will be available. Be prepared to make changes in order to adapt to unexpected commitments and events in the community.



6 DON'T OVERBURDEN LOCAL WOMEN WITH DUTIES FOR WORKSHOPS

Women can be overburdened with responsibilities (e.g. childcare, growing and preparing food, and other duties) that may hinder their attendance at meetings, including the CBFM Review. Relying on women to cater the CBFM Review may limit their participation and place unjust burden on female participants. Facilitators should bring their own caterers to avoid engaging women in extra work and to allow them the time and space to participate in the session effectively and on par with male participants. This necessitates additional budgetary and logistical support. Likewise, to reduce the unfair burden on female participants, it is important to implement measures that allow children to attend the meetings rather than preventing women from attending or requiring them to identify and pay for child care in order to participate.

7 PROVIDE SEPARATE SPACES FOR YOUTH

It is important for the perspectives of all community members to be integrated into the CBFM discussion exercise. The CBFM Review seeks to uncover what people know and how they believe fisheries management should be (not what others think they know, or what others think it should be). While youth are often told what to think and say, their unique perspectives should be valued alongside those of other community members. It is important to establish key rules for youth discussion groups: consent must be obtained from chiefs or other elders to meet separately with youth; youth discussion groups must be solely comprised of youth. In many contexts, it will also be appropriate to separate female and male youth into different groups in order to ensure female youth are comfortable. Establish an age limit (e.g. 30 years old) and prohibit any members beyond the established

age limit, explaining this clearly in communications prior to the CBFM Review and at the start of activities in the community. If any adults seek to join the youth discussion group, explain clearly why it is against the rules for them to attend and ask them to join the groups for adults. If an adult insists on participating in the youth group, this is a sign that the adult wishes to exercise power or control over the younger people; it is advisable to find out more about power relations in the group and to consider suspending the session if there appears to be coercion or control of the youth.



8 TAKE POWER FROM OVERSPEAKERS

In group settings, it is not unusual for one or two people to dominate the floor. While all contributions are useful, people repeatedly making the same points or dominating discussions can stifle discussion. Often people “overspeak” if they feel that they have not been heard or people do not agree with them. Be careful to acknowledge the contributions they make (e.g. write them down), and ensure they understand everyone has heard their perspective. Then, move on in order to give others an opportunity to be heard. Useful tools to manage overspeakers include the Parking Lot, a separate piece of paper where all ideas off topic are “parked” to return to later. It may be when you return to the Parking Lot later, some ideas are no longer relevant, or can be “driven” to the right parking place (e.g. to another type of meeting or another organisation that has a focus on that particular topic).



9 GIVE POWER TO UNDERSPEAKERS

As facilitators, be aware of the level of engagement of different community members and groups. For example, if men to your right have been talking the most, be aware of your body language, turn your body toward the men on your left, and invite them to share their thoughts. If older youth have been talking the most, ask the youngest members what they think. If market women have been talking the most, ask the women who do not market to share their ideas. Useful tools to support underspeakers include: the Speaking Stick and group work. The Speaking Stick consists of a stick (or any other object) that is passed around and only the person bearing the object may speak. This can help overspeakers become more aware of the time they spend speaking while also helping underspeakers have a turn when the object is passed to them. For people who may be reluctant to answer questions independently, group work enables them to divide into designated groups (e.g. all female students, or all youth fishermen) and respond to the question collaboratively (e.g. by writing the group's answers on a piece of paper and presenting it back). The use of paper in group work is particularly effective with youth who may have less experience participating in meetings, speaking in open forums, or sharing their opinions one-on-one.

10 IDENTIFY COMMUNITY MEMBERS LIKELY TO BE LEFT OUT

There are two important sessions in this guide to identify people likely to be left out of CBFM. One is the mapping exercise in Session 3 where the group can draw people who benefit from the managed areas, and list those who do not benefit from them. Another is Session 6 where the group discusses who should be in the committee, as well as who is typically left out and what actions can be taken by the committee to engage those people.

11 CONSIDER WAYS TO FACILITATE THE FINAL SESSION SO ALL VIEWS ARE HEARD

In the final session of this review process, all of the separate groups are brought together to present their ideas to each other. For this session, it is important to consider seating arrangements and how people are presented, who speaks and responds, and a format that gives equal attention to each of the groups.



12 SEEK FEEDBACK

After the session, it is beneficial to check back with participants to obtain their feedback and understand what worked well in the CBFM Review and what could have been improved, including whether everyone felt included in the CBFM Review process. This could include a de-brief meeting, short survey or interviews, as appropriate.



Getting started

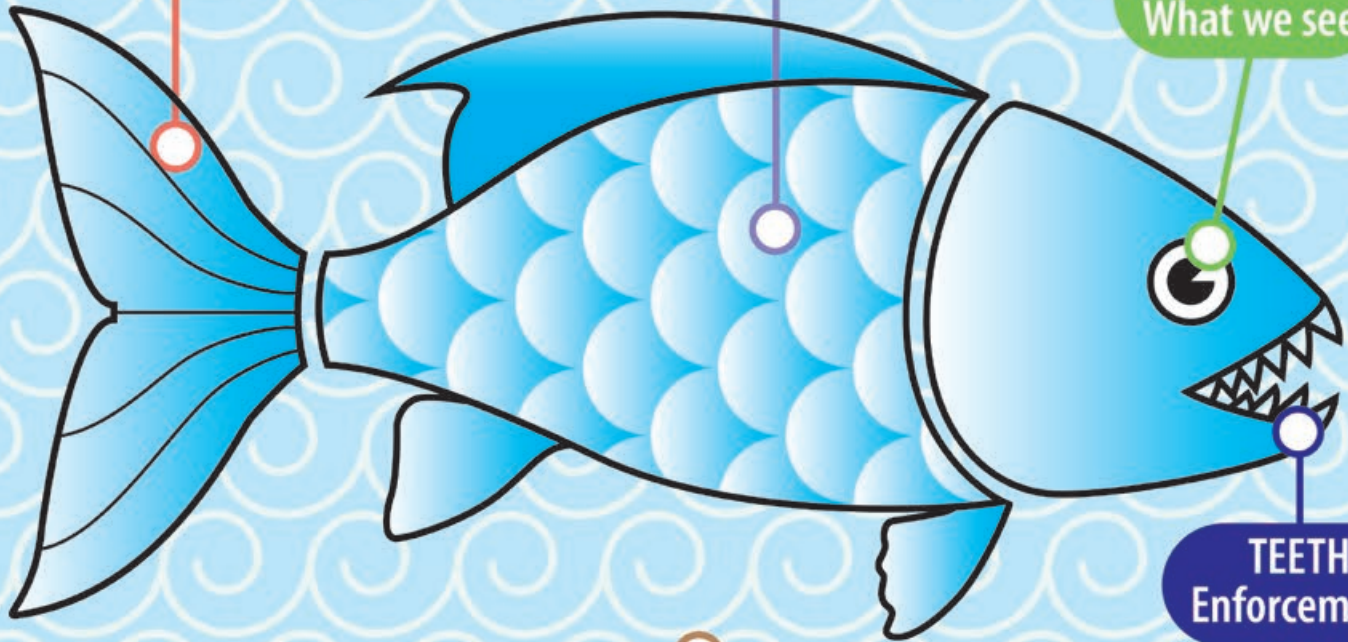
TAIL
Community committee

SCALES
The rules

EYES
What we see

TEETH
Enforcement

CURRENTS
Changes over time



Getting started



After appropriate welcome and introductory remarks, introduce the diagram of the fish and explain its different sections.

Note that the fish will symbolise the CBFM Plan and that, as we pose and respond to questions, we will insert text onto the fish diagram.

Ask the group to divide into smaller groups by gender and age (e.g. women, men, female youth, male youth), as appropriate to the cultural norms of the community.

Ask participants to identify the key rules in the CBFM Plan.

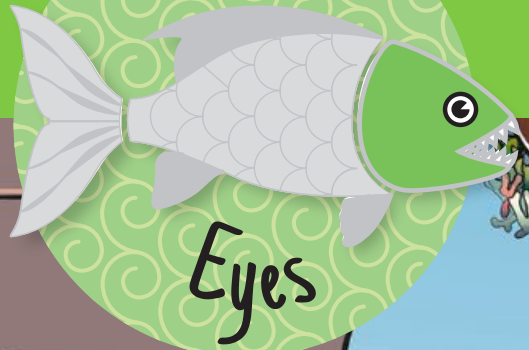
If people do not recall the rules of the plan, make a note of this, and then consult the plan and list the key rules so that everyone can familiarise themselves with the rules again.



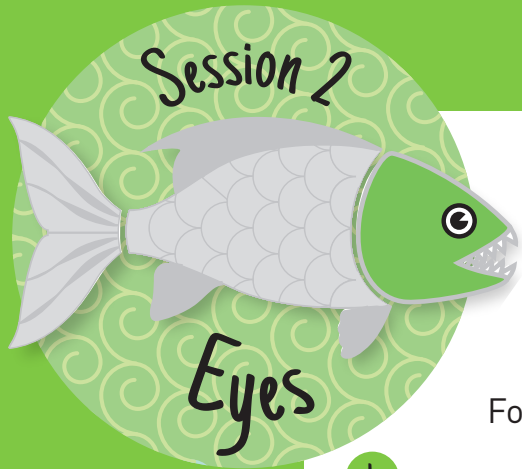
List the rules on a separate piece of paper and record them on [Data Collection Worksheet 1](#).

Session 2

Mapping what we can see




Mapping what we can see



To manage fish, marine plants and other marine animals, it is first necessary to determine if they are healthy, easy or difficult to find, and well used or overused, and to make other distinguishing observations.

For this session, we will ask and answer questions about how and where people use marine resources.

- 1 Draw a map of the places where people fish and harvest. (Include the CBFM borders.)
- 2 Draw the people who fish and harvest marine plants and marine animals on the map. Show whether there are many people who fish and harvest or if there are only a few people (e.g. if canoes are used to fish, draw the number of canoes typically seen at a time).
- 3 Indicate whether the plants and animals are easy or difficult to find. The SPC Marine Species Posters available on  www.fame.spc.int can be used to point to the species that are easy and difficult to find.
- 4 Note if there are any disagreements on the use of marine resources and, if so, where the disagreements have arisen and who is involved.
- 5 Identify any benefits of the rules and which groups of people benefit from them. Where possible, draw this on the map (e.g. fishers increased their income).
- 6 Identify any group that misses out on these benefits. List these groups on the back of the map.
- 7 Indicate on the map if help is required from other groups or organisations to determine what is going on in the CBFM area.

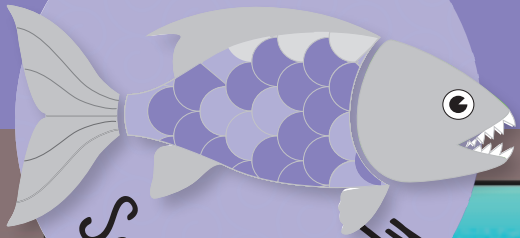


Record key information on Data Collection Worksheet 2.



Ask participants to draw a map on a separate piece of paper of the seashore, sea and boundaries of their closed or management areas, as outlined before.

Session 3



Scales on the body

The rules

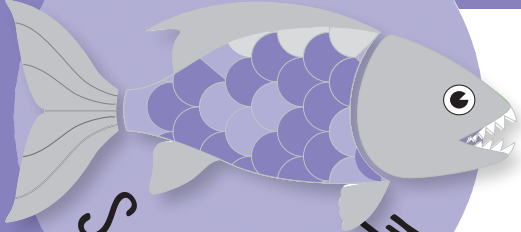
FEBRUARY		MARCH		APRIL		MAY		JUNE	
FRI	1	MON	1	THU	1	SAT	1	TUE	1
SAT	2	TUE	2	FRI	2	SUN	2	WED	2
SUN	3	WED	3	MON	3	MON	3	THU	3
MON	4	THU	4	TUE	4	TUE	4	FRI	4
TUE	5	FRI	5	WED	5	WED	5	SAT	5
WED	6	SAT	6	THU	6	THU	6	SUN	6
THU	7	SUN	7	FRI	7	FRI	7	MON	7
FRI	8	MON	8	SAT	8	SAT	8	TUE	8
SAT	9	TUE	9	SUN	9	SUN	9	WED	9
SUN	10	WED	10	MON	10	MON	10	THU	10
MON	11	THU	11	TUE	11	TUE	11	FRI	11
TUE	12	FRI	12	WED	12	WED	12	SAT	12
WED	13	SAT	13	THU	13	THU	13	SUN	13
THU	14	SUN	14	FRI	14	FRI	14	MON	14
FRI	15	MON	15	SAT	15	SAT	15	TUE	15
SAT	16	TUE	16	SUN	16	SUN	16	WED	16
SUN	17	WED	17	MON	17	MON	17	THU	17
MON	18	THU	18	TUE	18	TUE	18	FRI	18
TUE	19	FRI	19	WED	19	WED	19	SAT	19
WED	20	SAT	20	THU	20	THU	20	SUN	20
THU	21	SUN	21	FRI	21	FRI	21	MON	21
FRI	22	MON	22	SAT	22	SAT	22	TUE	22
SAT	23	TUE	23	SUN	23	SUN	23	WED	23
SUN	24	WED	24	MON	24	MON	24	THU	24
MON	25	THU	25	TUE	25	TUE	25	FRI	25

Rule 3:
No fishing
MARCH and APRIL



The rules

Session 3



Scales on the body

Rules of the community will form the scales of the fish diagram, and can include rules in the current plan, new rules, or revised rules. These rules can be retained, as they are, if they are working well; they can be changed if they are not working well; or new rules can be developed, as needed. The scales should be strong to protect the community's marine resources.

Each group should discuss the rules they wish to retain and the reasons why, and they should write the rules that have the participants' support on the scales of the fish.

- 8 What rules/scales do you want and why? These can be your current rules or new rules.
(Remember to refer back to Questions 6 & 7, Session 2 to assess who benefits from the rules you wish to retain.)
-



All of the reasons identified should be collected in **Data Collection Worksheet 3**, and participants should be prepared to present their findings back to the group.



Shocks and changes to the CBFM Plan over time



CYCLONE



ELECTION



LOGGING STARTS



Shocks and changes to the CBFM Plan over time

Session 4



Currents

The CBFM Plan (the fish diagram) can be affected by unexpected challenges, including disasters, population changes, environmental changes and political changes.

In this exercise, the groups will reflect on the contextual changes that have taken place in their community since they developed the CBFM Plan, and how the CBFM Plan was used (or not) in response to those changes.

Changes could include:

- any disaster, political crisis or conflict;
- any recent significant changes in population or migration;
- any recent significant changes in leadership or land ownership;
- any recent significant changes in how people earn an income; and/or
- any recent significant changes in land use, such as mining, logging, infrastructure, commercial farming or fishing.

Draw a fish swimming from the year when the CBFM Plan was put in place through today.

- 9 Draw any major events or changes that have taken place in the community on the timeline and label them (e.g. cyclone, election dispute, logging?).
- 10 Write the date or year when the event or change took place.
- 11 Estimate, if possible, the number of households affected by the event or change, and describe the people or groups most impacted (e.g. elders, women, people who reside along the shores of the beach, or everyone).
- 12 Note how the event or change shifted the use of food or marine resources among people in the community (e.g. changed the local food market, fishing, settlement in coastal areas, etc.).
- 13 Indicate if the CBFM Plan was used in any way to address the event or change (e.g. rules were changed or suspended, new actions were taken, etc.).



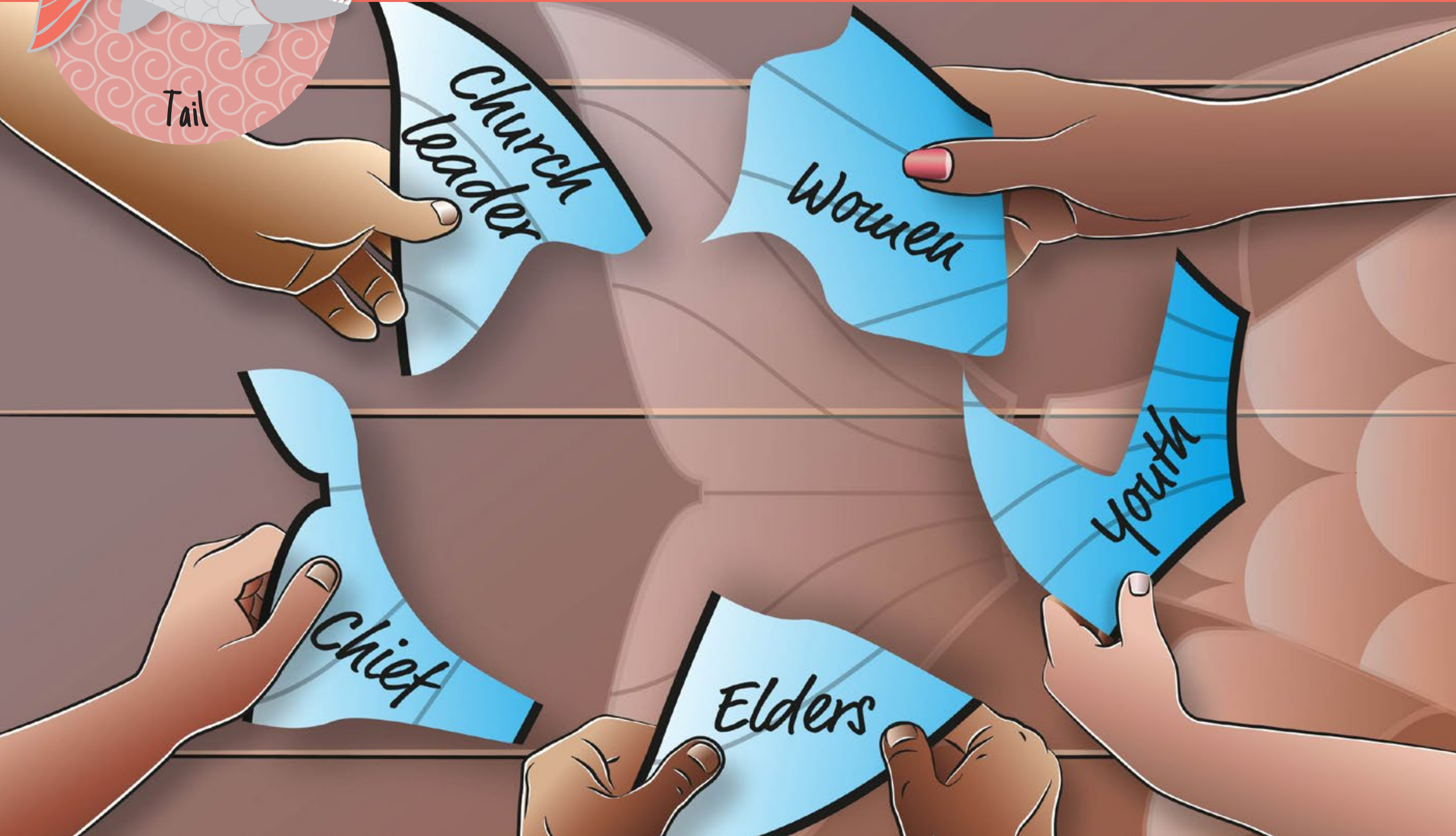
Use **Data Collection Worksheet 4** to record discussions around the timeline.



Session 5

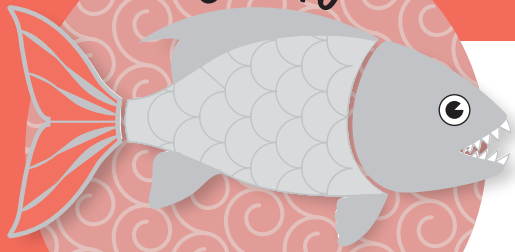


The CBFM Committee



The CBFM Committee

Session 5



Tail

Just as a fish is steered by its tail, fisheries management is steered by the Committee. A strong tail is not flat but has ridges, each of which represents the diverse people in our community (e.g. chiefs, women, men, youth, fishers, farmers, etc.).

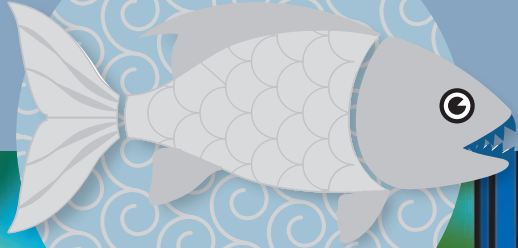
In your group, please discuss:

- 14 What suggestions do you have to make the committee work well?
- 15 Are different people (women, men, youth, distinct tribal or religious groups) in the community represented in the tail (committee)?
Refer to the “missed out” list from Session 3. Draw the tail with the different types of people who you think should be on the committee steering the plan.
- 16 What can the committee do to ensure a diverse array of people participate in the plan?
List the measures that should be taken (e.g. what the committee should do to involve youth).
- 17 Is there any information or action needed by the local government (e.g. Tribal Council, Island Council, Provincial Government), national government or other organisations to assist the committee?

Record discussions in **Data Collection Worksheet 5.**

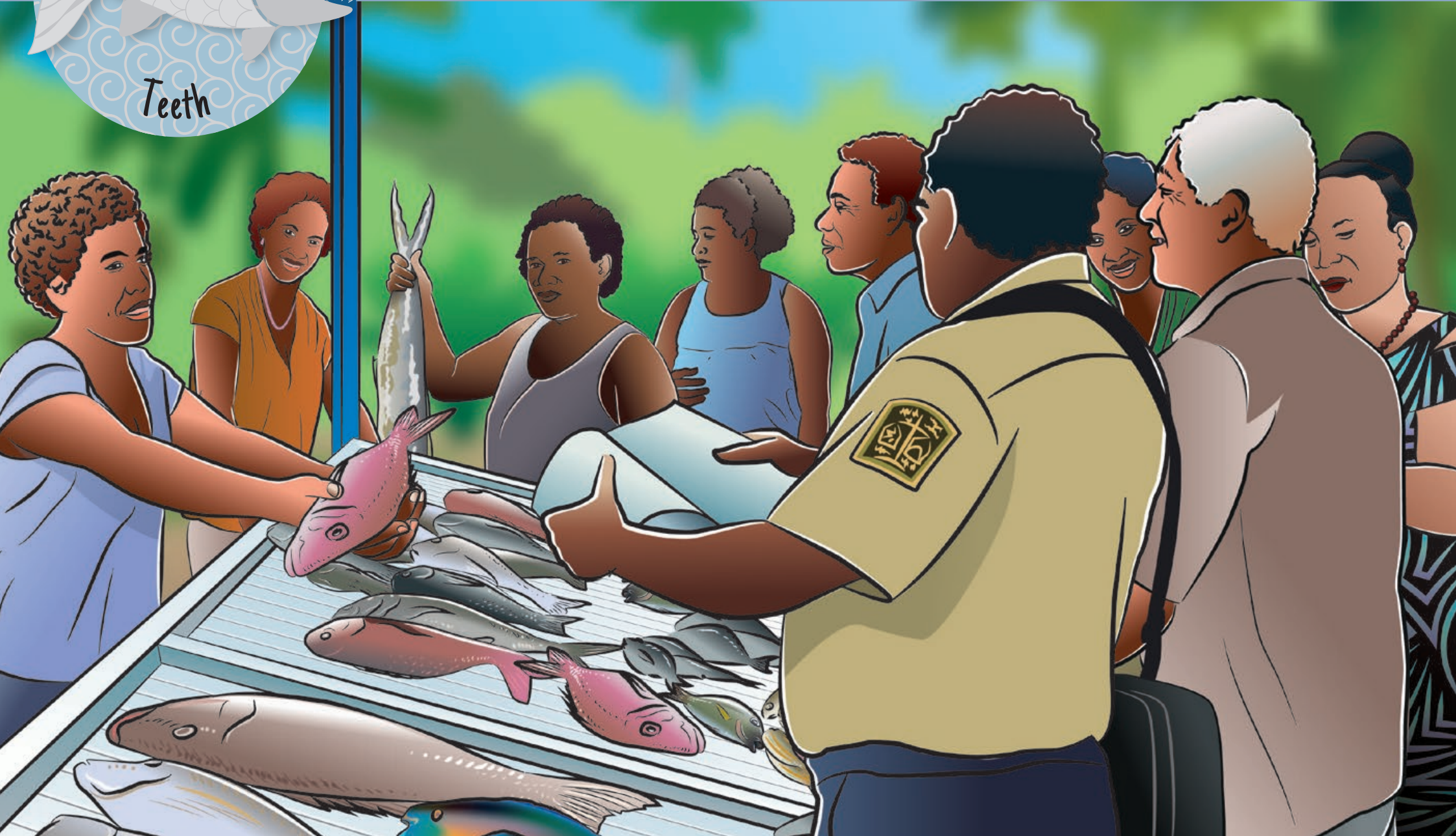


Session 6

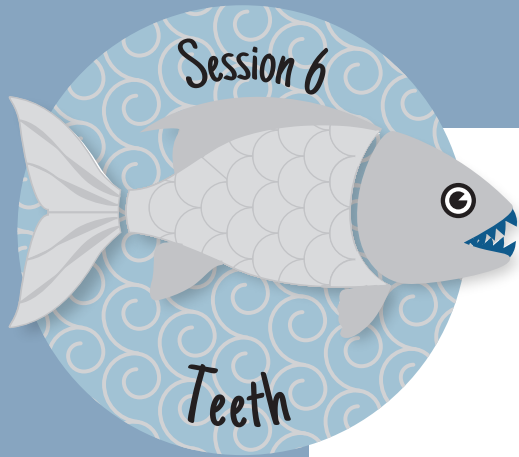


Teeth

Enforcement



Enforcement



The teeth of the fish represent enforcement of the rules (e.g. fines, rangers, monitoring at the market, notices to stop fishing, etc.).
The teeth need to be strong in order for the management plan to be effective.

In your group, please draw a set of teeth representing the rules and discuss the current enforcement of the rules.

- 18 Which are the top three rules that are broken most often? Why? (If this question has been addressed before, facilitators can list them.)
- 19 What are some ways (e.g. fines, monitoring, awareness, market checks on catch size, etc.) that the rules can be enforced? Write these on the teeth.
- 20 Who will sharpen these teeth? Who is going to be involved in enforcing the rules? Write these responses around the teeth.
- 21 Are there other organisations involved in the enforcement of the plan? Is any information or action needed by the local or national government?

Record the discussions on **Data Collection Worksheet 6**.

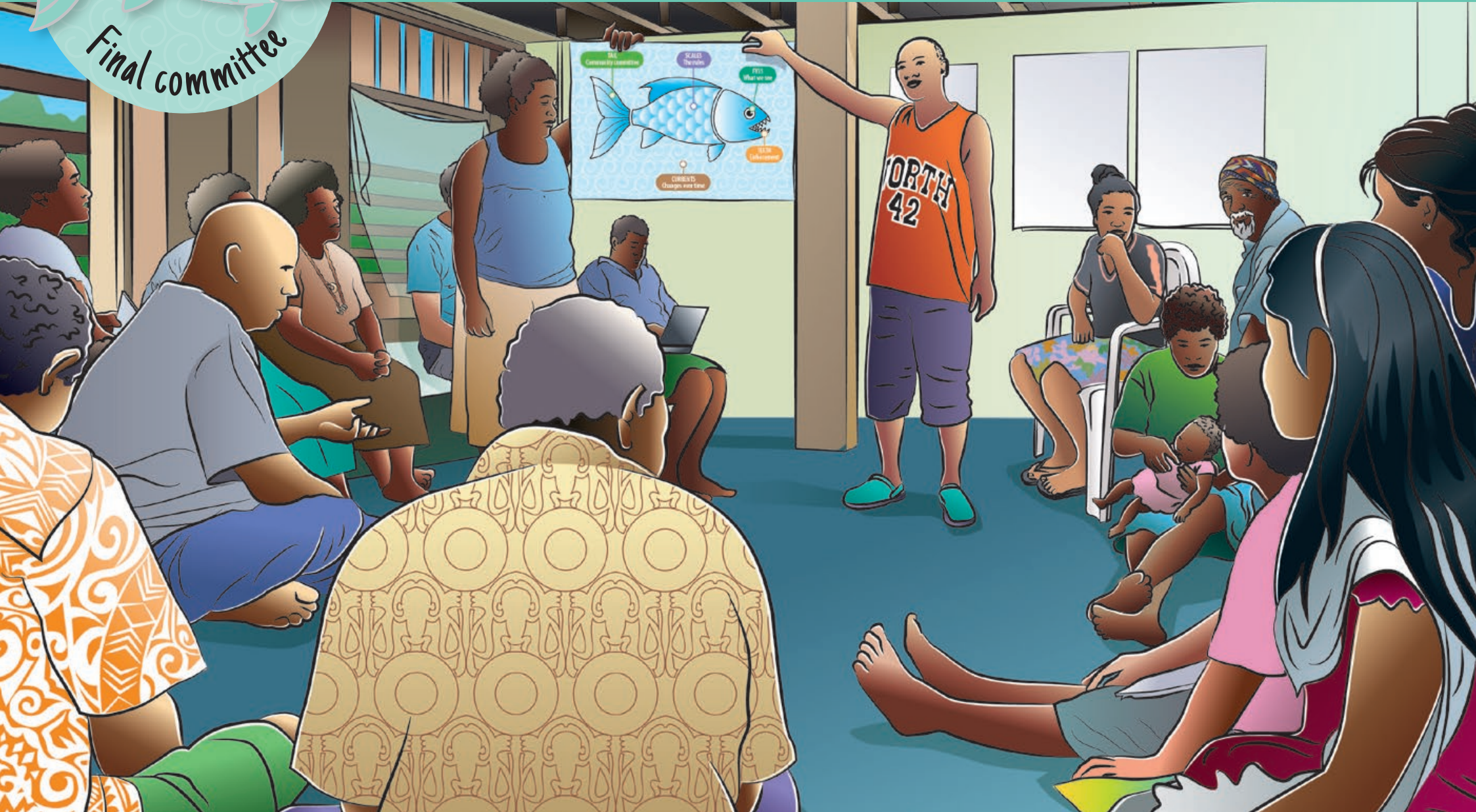
After Session 6, small groups are ready to present their ideas back to the larger group.



Session 7

Approved fish diagram of the CBFM Plan

Final committee





Approved fish diagram of the CBFM Plan

Each group (women, men, female youth, male youth) will present their fish diagram (teeth, scales, tail) to the rest of the group. If differences of opinion arise, these can be discussed directly as a community or deferred to the CBFM Committee for later. The CBFM Committee can decide to discuss differences of opinion between the groups together or separately (in a committee members-only meeting).

What should I do if the groups have different ideas about what is written on the fish diagrams?

It may be helpful for the committee to consider these questions when trying to solve disagreements or agree on what to write on the final fish:

- 1) What is best for the health of the marine resources?
- 2) What is best for community harmony?
- 3) Can a compromise be reached?
- 4) Can the decision be well explained to those whose ideas may not be included in the diagram?
- 5) Can those whose ideas are not retained be part of the CBFM Committee?

Representatives from the project may be invited to provide remarks on the ideas presented and on the strength of the plan. In the final exercise, committee members will devise their Final CBFM Plan in a fish diagram that covers all the topics addressed during Sessions 2–6. The committee can examine the fish drawings and, in order to make the final fish, combine the eyes, scales, tail, and teeth of all groups.

To prompt discussion, ask the questions below.

- 22 What are the agreed rules (scales) and means of enforcement (teeth) based on the information provided by the groups? Draw the fish scales and teeth and ensure every management decision taken over the course of this exercise is illustrated in the fish diagram, including in notes around the fish drawing.
- 23 What are the agreed actions for committee members (tail)? What actions should the committee take to enact the plan? Draw these on the fish tail.
- 24 Who will take these actions? Draw this on fish tail.
- 25 When is the next meeting and/or when can we follow up on this plan (including any follow-up needed by non-governmental organizations, the government, or other agencies)?



Complete the Action Plan as a group and record this in **Data Collection Worksheet 7**.



